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ABSTRACT

This progress report attempts to provide as much information as is possible for the benefit of Project Newgate's Advisory Council. In order to give an overview of the Project's achievements, problems, and significance, reports are included from different segments of the program including teachers, tutor counselors, Newgate students, the director, and the Morehead State University counselor. Progress reports are included for the following: (1) college group--psychology, sociology, and participant; (2) general educational development; (3) tutor counselors; (4) interest groups--art, geology, and biology; and (5) personal development institute. The Advisory Council is charged with obtaining knowledge from penology experts in order to provide guidance and direction to future activities planned within the framework of the Project and to establish a communication link between the Project's activities and other programs that have the possibility of being developed in other institutions throughout Kentucky and the nation. (Author/JS)

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ADVISORY COUNCIL REPORT

Project Newgate
Federal Youth Center
Ashland, Kentucky
July 29, 1969

Prepared by:
Project Newgate Staff and
Research and Development Center
Morehead State University
Morehead, Kentucky

AC 012 780

ADVISORY COUNCIL MEMBERS

Mrs. Sylvia McCollum
Education Research Specialist
U. S. Dept. of Justice
Bureau of Prisons
Washington, D. C. 20537

Mrs. Mignon Doran, Director
Personal Development Institute
Morehead State University
Morehead, Kentucky 40351

Mrs. Jewell Hamilton
Kentucky Commission on
Children & Youth
212 Washington Street
Frankfort, Kentucky 40601

Dr. Roscoe Playforth, Dean
School of Social Sciences
Morehead State University
Morehead, Kentucky 40351

Mr. J. C. Taylor
Commission of Corrections
in Kentucky
Frankfort, Kentucky

Mr. John Field
Chief Judge
U. S. District Court
Charleston, West Virginia

Mr. H. G. Moeller
Assistant Director
Community Services
Bureau of Prisons
101 Indiana Avenue NW
Washington, D. C. 20537

FOREWARD

This progress report has been developed to provide as much information as possible for the Advisory Council and others to consider in its first meeting. The report contains observation from different segments of the program to give an overview of Project Newgate's achievements, problems, and significance.

The teachers, tutor counselors, Newgate students, the director, and the University coordinator were ask to prepare specific reports explaining their reaction to the program for discussion purposes. These reports are included in this total program report.

The purpose of the Advisory Council is to secure the knowledge of experts in the field of penology who will give guidance and direction to future activities planned within the framework of Project Newgate.

Secondly, to establish a communication link between Project Newgate activities and other programs that have the possibility of being developed in other institutions throughout the State of Kentucky and the nation.

Morris L. Norfleet
Vice President
Research and Development
Morehead State University

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COLLEGE COURSE - PSYCHOLOGY PROGRESS REPORT

by

Mae Smith, Instructor

The college courses are designed both to meet the academic requirements for a regular college class and to foster personal development of the inmates. Each of the two college courses, Sociology and Psychology, meets twice a day for a two-hour session. During these two hour sessions, activities may vary from a formal lecture period to individualized instruction in a needed area, such as note taking. Activities in the college classes have included such things as note taking, development of study habits, test taking, orientation to college, writing resumes and job interviews, problem solving and effective thinking. We have films and guest speakers.

Academically, concentration has been both upon learning basic concepts and upon application of these concepts; such as: learning tends to seem easier and is retained longer with distributed practice rather than mass practice. Application, study periods with breaks are more effective than without breaks.

As an intern in counseling, I have also been involved in promoting personal development and problem solving of inmates in both the college and GED classes. Thus, I have had individual counseling sessions with boys in the program and also with tutor counselors working with the inmates.

I have also been involved in planning the program for the project, test administration and scoring, various organizational activities and familiarization with institution and staff.

COLLEGE COURSE - SOCIOLOGY PROGRESS REPORT

by

Robert S. Gally, Instructor

This is being written as a short preface to Mr. Brock Weidner's statement on the college courses.

Approximately the first two weeks of the course were spent in mutual observation and speculation, I, they, and they, me. This period ended with development of a rapport that I feel to be real and hope lasting.

Rapport established, we began work and have continued, at what I consider a satisfactory pace. The students are now eager without exception, one who seemed to lack motivation has since been discontinued for reasons other than the course requirements.

Student achievement seems to cover a wide range, with the majority progressing well, and one or two who are somewhat behind, although not lost.

All of the students appear to be interested and for the most part have a positive attitude toward the course and toward their chances for the future. They also appear to be applying themselves to the work according to their ability and some beyond their apparent ability.

The course to this point has been conducted in a rather deductive manner, i.e., a situational approach. A general situation in the form of a behavioral example is presented in a contemporary setting and the application of sociological concepts are used in explication of the example.

The attitudes and opinions of the student-inmates are well expressed in the following statements.

COLLEGE GROUP PROGRESS REPORT

by

Brock M. Weidner, Newgate Participant

As the college students are now beginning their sixth week of classes, each student has more or less formed an opinion on the merits and qualities of the program as it presently stands. Attempting to garner and depict an accurate representation of the views held by the class, I conducted a survey and interviewed each student individually. Each of the fifteen college students were asked to answer five specific questions, and then encouraged to express good comments, bad comments, and suggestions.

The following illustrates the findings of this survey:

	YES	NO	UNDECIDED
	Percent of Class		
Feel program is satisfying individual needs	73.2	20.1	6.7
Feel staff is putting forth full efforts	93.3	6.7	--
Feel other students are interested in program	40.2	46.4	13.4
Predict program to be a success	73.2	--	26.8
Plan to attend college	86.6	6.7	6.7

NOTE: One student represents approximately 6.7% of class

Good Comments: A majority of these comments paid high tribute to the teachers for their teaching ability and for their genuine interest in the students. Several others rated the program as "the best in any penal institution." Expressing material advantages, one student remarked, "We enjoy free coffee."

Bad Comments: Here again a great number share corresponding beliefs. Phrases such as "program was oversold" and "false promises" were quite common. This criticism is directed at promised trips which have failed to materialize thus far. The students do not blame the Newgate staff directly, but feel "no one should make promises which are beyond their control."

Suggestions: Nearly everyone had something to offer in this area. The most prevalent was "more trips" and "tutor counselors should stay." Many students feel the fall semester should include more courses, perhaps a total of four or five.

Personal Comments: In at least one respect, the illustrated survey seems to contradict itself. 73.2% of the class feel their individual needs are being satisfied, but only 40.2% feel others are interested in the program. One possible explanation might be that, even though sincerely interested, some students display an apathetic attitude, causing other students to perceive them as being disinterested.

This program should prove to be a valuable asset for those who plan to attend college in that it serves as a bridge for the transition from institutional environment to campus life.

I am inclined to feel the program has great potential, and that time will iron out many of our minor problem areas.

G.E.D. GROUP PROGRESS REPORT

by

John Trippodo, Newgate Participant

First, let me explain this part of the program. As you know, we have two groups, the College Group and the General Educational Development Group. The G.E.D. Group is a class which is conducted in the morning for the purpose of preparing students for the G.E.D. exam and helping those who are past this point and are getting ready for the college class. This group is also engaged in the Library Learning Center in the afternoon and must complete this program to be able to take the G.E.D.

After the G.E.D. program is completed, the gap between the college class and the G.E.D. class will be diminished through study of English comprehension, vocabulary, math and reading. These are the most essential in the struggle to fill the gap between the two groups for those students who want to attempt to go on to higher education.

The staff has been busy in arranging a schedule of classroom work and a general outline of activities. We are now in the process of following the schedule and attempting to organize these areas of study.

I feel the group has accomplished several breakthroughs, as to acceptance of the staff and showing a desire to learn what they can from the instructors.

Our related activities, at the present, consist of our special interest groups, such as art, biology, criminology, and audio-visual work. To my knowledge, these groups are progressing very well even though lack of time and materials have been somewhat of a constant problem.

We also have other activities, such as recreation and lectures from guest speakers. In the near future, we hope to add field trips to this list.

There are several problems which I feel should be thought over and changed if possible. Right now we are divided into four groups, each covering a separate subject for a period of one-half hour each. Then the groups rotate to another tutor counselor for a different subject each half hour. On many occasions, these groups have been cut short by other activities, thus interrupting the schedule of the student. I feel that the present schedule should be changed to better the subject comprehension. In future classes it would be advisable to set up the program in a more comprehensive manner. An example of a plausible program would be as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
English	8:30-9:20		8:30-9:20		8:30-9:20
Math	9:30-10:20		9:30-10:20		9:30-10:20
Reading		8:30-9:20		8:30-9:20	
Recreation	----------	----------	10:30-11:20	----------	----------
Lunch	----------	----------	11:30-12:20	----------	----------
L.L.C.	----------	----------	12:30-2:20	----------	----------
Special Interest Group	----------	----------	2:30-3:45	----------	----------
Vocabulary		9:30-10:20		9:30-10:20	

From this example, I feel that it is obvious that I emphasize math and English above the other subjects. This will help our students learn more rapidly and I feel that one will retain the material longer.

The problems encountered in the present program are not the fault of our staff. They are engaged in a new program and these incidental plans can be adjusted in a manner which would make the program much more of a success than it already is. If the present schedule is not changed and we continue to learn under the same circumstances, the general progress will be slow and may not be recognizable after a long period, say one year.

There is too much confusion, idleness, wasting of precious time, and slow down of learning in the present system of rotating classes. We would receive more value if the class was conducted in the manner that the college class is, and this includes having a permanent and qualified instructor.

There is also a lack in incentive on the part of the students in our group. We wish to gain not only personal satisfaction, but also some entrinsic reward to make our efforts more meaningful to us. One way to boost the morale of the group would be to take them on a trip to Morehead State University. I think that this trip would lift the spirits and help convince those in the group who are as yet still undecided about continuing their education. The importance of this trip lies not only in the leaving of this institution for a few hours, but more significant is the lasting impression that such a trip will make on each member of the group.

Another concern is the material that we are asked to work with in these groups. Basic necessities such as textbooks, notebooks, and the supplies for the special interest groups seem to be impossible to get or by the time they do arrive, they are of little use. There seems to be some red tape that holds up delivery of these materials.

Another concern I have is the tutor counselors. First, let me say that there is no doubt as to their sincerity towards helping the students here. These people are very well liked and accepted by this group. They have been given a job to do which has been hard to fulfill by even a qualified teacher with experience. As we know, this is not the same type of community that is found on the streets. Teaching here is not the same as teaching in a public school. I feel that some of the responsibility should be removed from their shoulders by aiding them with a qualified teacher. I do not want to question

their ability as they are a great asset to the program. I feel that the program should schedule a teacher to follow my proposed plan and have the entire group taught as a class.

It is my sincere hope that you can adjust some of the concerns and program related to my group. The program's intensions are more than wonderful, and I realize that the outcome will help others in the process. I know this is an experimental program and there are a lot of people behind its progress. If we can succeed, I am sure this program will help change educational opportunities in our penal system. Right now we have problems which have to be dealt with one by one, but when they are solved, I feel that the program will become a greater success. There are three questions I would like to ask: Can some of this red tape be done away with? How soon can we expect some changes to occur? Can you give me any ideas on ways of bettering the program and ways that we can help?

TUTOR COUNSELOR PROGRESS REPORT

The tutor counselors are:

Curt Nichols	Gloria Jean Umberger
Daniel Dill	Rebecca Freeman
Monica Howland	Arthurenia Hawkins

The tutor counselors are five students from Morehead State University and one student from the University of Louisville Medical School. The five Morehead State University tutor counselors major in sociology, psychology, art, health and physical education, mathematics, and elementary education. Four tutor counselors are girls and two are boys. Most of these tutor counselors will be graduating in the spring of 1970.

The specific assignments of the tutor counselors within the program are as follows.

Five Tutor Counselors Follow This Daily Schedule

8:30 - 10:30	Remedial Instruction
10:30 - 11:30	Physical Education
11:30 - 12:30	Dinner
12:30 - 2:30	Learning Center (G.E.D. Group)
2:30 - 3:45	Interest Groups
3:45 - 4:30	Staff Meetings or Preparation for next day's work

One Tutor Counselor Follows This Daily Schedule

8:30 - 10:30	College Group
10:30 - 11:30	Physical Education
11:30 - 12:30	Dinner
12:30 - 2:30	College Group
2:30 - 3:45	Biology Class
3:45 - 4:30	Staff Meetings or Preparation for next day's work

At the present time the tutor counselors are conducting college preparatory classes in English, reading, vocabulary development and mathematics. The students are divided into four groups containing approximately five to six inmates. Each class meets for 25 minutes, and then the groups rotate to the next class.

The tutor counselors also help in the Learning Center. The main function of this center is to prepare the inmate for the General Educational Development test. The tutor counselors aid in explaining different aspects of the subjects studied in the Learning Center. These subjects may include English, basic algebra, or reading skills.

Guidance in the interest groups also forms part of our job. We help the inmate find materials related to his special interest. At the present time, we have tutor counselors conducting special interest groups in art, geology, and biology. We also had a special interest group in music which was discontinued because of a lack of materials and equipment.

Tutor counselors participate in activities planned for the inmates such as recreational activities and parties. We also participate in the Federal Youth Center staff activities and attend staff meetings.

In the beginning of the program the tutor counselors helped to organize the Newgate Program. We assisted in designing class schedules and formed a special interest group committee. We administered various achievement tests to the inmates to determine the grade levels in each subject.

The interest groups and talent show have had a slow beginning due to the lead time required in acquiring certain materials. The inmates have been slow to choose a special interest for himself, because he has always been told what to do and when to do it.

Because we are dealing with a new program concept in penology, we have found that the reference books located in the Learning Center are not adequate for our special interest groups. Many books relevant to the two college courses and the special interest groups have been ordered either from the University Library or through the University Book Store.

We feel that town trips are a vital part of Project Newgate and should be planned far in advance to avoid last minute cancellations and to follow

Federal Youth Center regulations. Also, adequate provision for clothing for trips should be made. We feel the inmates should be allowed to have clothes sent from home. These trips will act as a great motivational device for the Newgate students as well as prospective Newgate students.

We feel the week of orientation could be made more beneficial to the tutor counselors. We agree this week was beneficial in that it gave us a time to become accustomed to an institutional environment. It gave the inmates a chance to become accustomed to us. More emphasis should be placed on the Federal Youth Center's regulations concerning staff members. This would do away with many mistakes made by the tutor counselors in the beginning of the program. The tutor counselors should spend the greater part of this week reading the records of the men in the program. This will give us a greater insight into the actions of the inmates.

Resentment from the students was at first received due to "lack of action." The inmates expressed a definite need for a physical involvement rather than the mental activities stressed by the Newgate curriculum. As the weeks passed the inmates became aware that college preparatory and college courses would require a cognitive approach.

We feel that some of the Federal Youth Center staff members may feel that we are immature and not accustomed to the present institutional procedures and policies concerning education, but they also realize that Newgate is a new concept in an institutional educational program and we as tutor counselors have a great deal to contribute to this new concept.

ART INTEREST GROUP PROGRESS REPORT

by

Lloyd Vinson, Newgate Participant

To be exposed to this cultural aspect of life, Art; we have found that there is a definite link between art and our other scholastical work, and it has been very beneficial to us. The first few weeks we were limited by the lack of supplies. We were first introduced to the basics in drawing and how a simple or a single stroke can improve one's drawing. We have found that the key to drawing is to observe. One week we worked in charcoal, depicting one drawing that dealt with reality and the other abstract. We have discovered through our art experience many great artists; one of which was Van Gogh and many others. We have been introduced to portrait drawing by having someone come in and do a demonstration, using one of the class members as a model. In the weeks to come, we plan to work in water colors and pen and ink. We are grateful for the opportunity to be exposed to this fast moving world of art today.

GEOLOGY INTEREST GROUP PROGRESS REPORT

by

Wilbert H. Russell, Newgate Participant

As you might know "geo" comes from the word the Greek people used to say for "earth." In other words it means earth. "Logy" comes from the word the Greeks used to say for "science." So now we know that "logy" means "science of." So if we have them put together to form geology, we simply mean "science of the earth."

The series of events called hydrologic means the rotation of water in seas, lakes and then to the land and back again. Evaporation is also part of the hydrologic cycle. First it rains, then evaporates and rains again. This cycle is continuous.

We have learned that plants and animals belong to the organic world. Therefore, we know that inorganic (which means not organic) tells us that as mineral is neither plant nor animal.

In this class we haven't got enough materials necessary for a more thorough investigation in geology. But with hopes, maybe we can accomplish more and get more from this particular interest group.

As for the future continuation of this special interest group, I think as time goes by, that more and more inmates will become interested in what our world really looks like from a geologists point of view. As I stated before, we need more materials to work with; such as, books to refer to when needed, maps of the inside as well as the outside of the earth, and maybe some tools to start our own experiments.

Without the cooperation of the staff here at the institution, this program will not be the success everyone hopes it will be. To top that statement off, we need the cooperation of the inmates as well. Thank you for listening.

BIOLOGY INTEREST GROUP PROGRESS REPORT

by

Rod Mays, Newgate Participant

First of all, I would like to say that this interest group is beneficial to all who participate in it. Our group is divided into two parts, Animal and Plant Kingdom.

When Mr. Danny Dill came as our instructor, he had some great ideas on what our group should do; but unfortunately the Moonshot, Splashdown, Speakers, and the All-Star Game have called off our regularly scheduled classes. The participants of this group do not like to have this class at 2:30 due to the fact that we miss more classes than we attend. As far as participation goes, we lack this in some aspect. If we had more equipment to work with, we would enjoy this course much more. The tutor counselors worked hard to get this project off the ground, and they are very helpful in the field of tutoring.

In the next few weeks, we plan to do some experiments and also some dissections. Most of us who enrolled in this course want to learn and work, but there are a few who loaf and are incompetent, and make it hard on the ones who do want to make the best of this course. Other than this, I would say everything is going along fairly well.

DEDICATED TO MRS. DORAN

NOTE: Wilbert Russell, Newgate Participant, has written the following poem to describe the effect the Personal Development Institute classes have had on the students at the Federal Youth Center.

Mrs. Doran is a strong and thoughtful woman,
who teaches at the Ashland Federal Institution.
She comes here on her own free will,
to teach her boys a new and better skill.
It's all about manners and self preservation,
and the day of joy on the day of graduation.
She's a Queen but doesn't know it yet,
she'll soon be a famous woman, I'll bet.
She tells us things, I haven't counted,
but since she came, they sure have mounted.
I wish she could come here forever,
if she could, our lives would get better.
But since she only has a little time,
I can only dedicate these words that rhyme.
I give my love and all my blessings,
So she'll remember me, instead of guessing.

Wilbert H. Russell
Rome, New York

CONCLUSION

TO WHOM IT MAY CONCERN:

Dear Advisors:

May I take it upon myself to sincerely thank all of you for your concern in the Newgate program. I, as an individual, really think that the staff who is working with us is really doing a tremendous job in helping us as inmates to actually realize that although we are confined from part of society, we can still improve ourselves by obtaining an education and broadening our vocational training.

I have been asked by the Newgate staff to voice on paper an honest opinion concerning the Newgate program, and as I know that you advisors, being of such distinguished status, would not appreciate my opinion if it was not honest, I will put my ability to its best.

I would like to at this time, take the privilege to put in words my opinion of the Newgate program.

The Newgate program has indeed made a better person of myself. I have learned to take a little more pride in the things I do. I have learned to plan in respect to the type of future I must build for myself. I have talked with other persons regarding the Newgate program and they too agree that they feel more at ease with themselves. To be right down honest with you, one of the main factors which has enticed us all to work harder, keep cleaner, and be more polite, is the presence of the female Newgate counselors. I believe this helps us all to realize that we must show respect for each other just as we show respect for the female counselors.

Karl Speed
Box 888 - 17819 - AD
Federal Youth Center
Ashland, Kentucky 41101

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